

# Environmental Education

## Correlation template for Wisconsin's Model Academic Standards

### Wisconsin's Model Academic Standards

Our state has established rigorous goals for teaching and learning in 18 subject areas. As defined in the introduction to each document:

*Academic standards specify what students should know and be able to do, what they might be asked to do to give evidence of standards, and how well they must perform. They include content, performance, and proficiency standards.*

- *Content standards refer to what students should know and be able to do.*
- *Performance standards tell how students will show that they are meeting a standard.*
- *Proficiency standards indicate how well students must perform.*

### Paraphrased Standards

In this document, you will find that the performance standards have been reworded to fit the tables. We hope these shortened statements will give some meaning to the numbers and letters of the standards as you refer to the tables. While every attempt has been made to preserve the intent of the standards, you should always consult the original wording for clarification, reference, and further correlations.

### About These Templates

These Microsoft Word templates were originally used to correlate Project Learning Tree activities with Wisconsin's Model Academic Standards. You will find these PLT correlations at [www.dnr.state.wi.us](http://www.dnr.state.wi.us). Search for Project Learning Tree or follow the links to educator resources. Many educators requested access to the blank templates to streamline correlating their own programs with the standards. These templates have been developed in Word 2000 and tested in Word 97. We designed these tables to be used as you see them and cannot make any guarantees about your success at modifying the layout, fonts, or other format attributes. We have tried to make them user-friendly by setting styles for entry and embedding the fonts. We suggest you establish shortcuts for the entry of symbols into the tables to save time and frustration. Both \* and • are from "Wingdings2."

### Project Sponsors

The Wisconsin Environmental Education Board provided funding for the development of these templates (grant number 2000-0019). Production would not have been possible without the assistance of the Wisconsin Department of Natural Resources and Wisconsin's PLT Advisory Committee. These templates were designed by Beth Mittermaier.

# Environmental Education

### A. Questioning and Analysis

## Content Standard

Students in Wisconsin will use credible research methods to investigate environmental questions, revise their personal understanding to accommodate new knowledge and perspectives, and be able to communicate this understanding to others.

- \* Activity directly addresses the achievement of the standard.
- Activity reinforces or supports the achievement of the standard.

[illegible][illegible]

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## B. Knowledge of Environmental Processes and Systems

## Content Standard

Students in Wisconsin will demonstrate an understanding of the natural environment and the interrelationships among natural systems.

- ✱ Activity directly addresses the achievement of the standard.
- Activity reinforces or supports the achievement of the standard.

[illegible]

## Performance Standards

[illegible]

# Environmental Education

## B. Knowledge of Environmental Processes and Systems

## Content Standard

Students in Wisconsin will demonstrate an understanding of the natural environment and the interrelationships among natural systems.

- \* Activity directly addresses the achievement of the standard.
- Activity reinforces or supports the achievement of the standard.

## Performance Standards

## Grade 8

[illegible]

# Environmental Education

### C. Environmental Issue Investigation Skills

## Content Standard

Students in Wisconsin will be able to identify, investigate, and evaluate environmental problems and issues.

- ✱ Activity directly addresses the achievement of the standard.
- Activity reinforces or supports the achievement of the standard.

[illegible][illegible]

# Environmental Education

## D. Decision and Action Skills

## Content Standard

Students in Wisconsin will use findings from environmental issue investigations to develop decision-making skills, and to gain experience in citizen action skills.

- ✱ Activity directly addresses the achievement of the standard.
- Activity reinforces or supports the achievement of the standard.

[illegible]

Performance Standards															
Grade 4								Grade 8							
D.4.1	Demonstrate knowledge of a decision-making process							D.8.1	Identify options for addressing an environmental issue						
D.4.2	Identify and give examples of short- & long-term solutions							D.8.2	List the advantages and disadvantages of solutions						
D.4.3	Identify ways to take positive environmental action							D.8.3	List reasons why people participate in activities						
D.4.4	Communicate with local, state, or national officials							D.8.4	Explain the political, legal, and budgetary options						
D.4.5	Explain how they can influence an environmental issue							D.8.5	Explain how personal actions can impact an issue						
D.4.6	Develop a plan to preserve the local environment							D.8.6	Develop a plan for improving the local environment						
								D.8.7	Identify how personal beliefs influence decisions						
								D.8.8	Give examples of influences on an environmental issue						

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## E. Personal and Civic Responsibility

## Content Standard

Students in Wisconsin will develop an understanding and commitment to environmental stewardship.

- \* Activity directly addresses the achievement of the standard.
- Activity reinforces or supports the achievement of the standard.

[illegible]